

South Dakota Character Education



SD DEPARTMENT OF EDUCATION September, 2004

“...the
fundamental
purpose of our
educational
system is to
instill a moral
code in the rising
generation and
create a
citizenship which
will be
responsible for
the welfare of the
nation.”

President Harry S. Truman

Discipline Without Stress, Punishment or Rewards

(Excerpts from an article, “Part 2: The System in Practice” by Kerry Weisner in *Phi Delta Kappan*, March 2004)

With great conviction, I set out to find an approach to classroom teaching and discipline based on internal motivation. Up came a site titled “Dr. Marvin Marshall—Discipline Without Stress, Punishment or Rewards”. Here was the information for which I had been searching. The website described a simple system based on internal motivation that focused on promoting responsibility rather than on promoting obedience.

Marshall applied the theory in the classroom in three phases: 1). *teaching*, 2). *asking*, and 3). *eliciting*.

In Phase 1 (*Teaching the Hierarchy*) classroom behaviors can be assigned to different levels of the hierarchy.

It is important for students to understand that Levels A and B are always unacceptable;

Level C is acceptable but motivation is external; and Level D is the goal, where motivation is internal. The Hierarchy:

Develops self discipline
Shows kindness to others
Develops self-reliance
Does good because it is the right thing to do.

The motivation is internal

Level D: Democracy

Listens.
Cooperates.
Does what is expected.

The motivation is external

Level C: Cooperation/ Conformity

Bosses others.
Bothers others.
Bullies others.
Breaks classroom standards.

Needs to be bossed to behave.

Level B: Bossing/Bullying

Noisy.
Out of control.
Unsafe.

Level A: Anarchy

In Phase 2 (*Asking the Students to Reflect on their Behavior*) the point is to guide a misbehaving student to self-evaluate. The first question I always ask is, “On what level was that behavior?” The effectiveness of this was the result of asking the child to identify the level rather than the usual telling.

Phase 3 (*Eliciting Changes in Behavior*) On the rare occasion the child continued to misbehave I give the student an activity to prompt self-evaluation with the goal of eliciting (rather than imposing) a plan of action.

A lot more information about methods Weisner used to cause students to see that this kind of hierarchy can be applied to other areas, including learning to be a good reader, can be found at: <http://www.pdkintl.org/kappan/k0403mar.htm>.

SERVICE LEARNING IDEA: (From “Education Week”)

It all started with a sweater.

In 1998, Carolyn Gillis found herself looking at an expensive sweater her young son had never worn. It was a nice sweater, and she did not want to throw it away. It occurred to her that she should advertise the sweater and donate part of the proceeds to the 2,173-student school district in which she lived. But after printing three editions of a newsletter to advertise unwanted items, she decided that virtual advertising was better than print. That’s when classroomclassifieds.com was born.

The site, launched in June, offers free ads for sellers who agree to donate a portion of their sales to help local schools. The site has listed pianos, rental properties, rugs, furniture, and even cars. Ms. Gillis hopes that the program will spread to other states.

SECOND ANNUAL CHARACTER EDUCATION CONFERENCE SCHEDULED

June 20-21, 2005
Ramkota Convention Center, Pierre,
SD

Keynote speakers:
Dr. Phil Vincent and
Charlie Abourjille

PUT THIS ON YOUR
CALENDER.

SD DEPARTMENT OF EDUCATION

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WE ARE ON THE WEB:

www.state.sd.us/deca/CSCF/CEP/

- Current newsletter
- Resources and other links
- Student opportunities
- Professional development

THE SD PARTNERSHIPS:

The South Dakota Character Education Partnership grant was received during the summer of 2001. The goals for the grant are:

- To establish high quality character education implementation sites that embrace the virtues that are embodied in SD Code, as well as other character traits identified by the local community, in a manner which effectively models the principles of good character through the actions of school staff and students.
- To develop the lifelong skills and ethical behaviors necessary to be contributing citizens in a democratic society by integrating character education practices within the total school and community.
- To effectively link existing local, state and federal resources that merge effective school research and character development in a caring community.
- To maintain or improve student academic achievement while expanding student understanding of, commitment to, and action upon core ethical values.

Contact people for the 10 partnership districts:

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Ideas that work:

Dozens of kids at Parkway Elementary School look forward to their lunch hour with barely contained anticipation. The lunch bell rings and they make a beeline to a sparsely furnished bungalow on the edge of campus, not emerging until the bell rings. Inside, a cacophony of noise fills the rooms as the children relish the company of the volunteers who come to the school every day. The adults pull up folding chairs and share a pizza, read a book or play a game of dominoes with the children, seemingly simple acts that can positively

impact a child's life for years to come. Some comments:
"We have lunch and talk and play games, and he gives us assignments so we are always learning."
"He always tries to help us with our goals and encourages us to never give up."
"He wants us to have a better life, and tries to teach us important lessons."
"Now I have someone I can talk to. I feel supported. I feel like my mentor wants me to pass and he's going to help me no matter what."
"He has taught me to be myself."
"He is part of my family."

"Human
decency
is
up a point and
kindness
is making
a rally."

Citibank billboard
in Chicago

A STORY:

Two natives of Hong Kong were arguing loudly in the street. An American, who observed the altercation but could not speak the language, asked an Asian friend what they were arguing about. "They are having a discussion about the ownership of a boat," came the reply.

"They're getting so wrought up, won't they start fighting soon?" the tourist asked.

"No," his friend said. "These men will not start fighting because each one knows the man who strikes the first blow admits his ideas just gave out."

